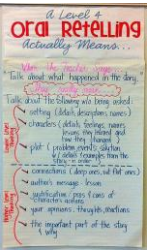
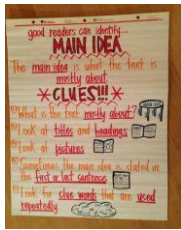



Third Grade Standards Alignment Document

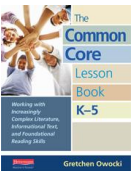
	Interactive Read-Alouds	Comprehension Toolkit Lessons	Jan Richardson Strategies	Discovery Education ELA Lessons	Additional Reading Resources	LearnZillion Close Reading Lessons https://learnzillion.com/resources/57227-3rd-grade
Quarter 1	<p>RL 3.1 Ask/Answer Questions pg. 5</p> <p>RL 3.2 Identify Main Ideas and Supporting Details pg. 49</p> <p>Rank Important vs. Unimportant Information pg. 53</p> <p>Summarize pg. 77</p> <p>Theme and Author's Purpose pg. 125</p> <p>Culture in Literature pg. 131</p> <p>RL 3.7 Use Pictures to Support Comprehension pg.71</p> <p>RL 3.3 Character Development pg. 117</p>	<p>*All 3-5 teachers should start the year with Book 1 – Monitor Comprehension, Lessons 1, 2 and 3</p> <p>RI 3.1 Lesson #7 Question the Text: Learn to ask questions as you read Text: <u>The Wolf Girls: An Unsolved Mystery from History</u> (Jane Yolen) or <u>Charlie Anderson</u> (Barbara Abercrombie)</p> <p><u>Moon Walking</u></p> <ul style="list-style-type: none"> Toolkit Texts (2/3) <p>Lesson #8 Read to Discover Answers; Ask questions to gain information Text: <u>First on the Moon</u></p> <ul style="list-style-type: none"> Sourcebook <u>Making Art of Junk</u> Toolkit Texts (2/3) <p>Lesson #9 Ask Questions to Expand Thinking: Wonder about the text to understand the big ideas Text: <u>The Story of Ruby Bridges</u> (Robert Coles)</p>	<p>RL 3.1/RI 3.1 Ask and answer questions pg. 209-214 STP, Who? What? pg. 231-236</p> <p>RL 3.2 Main Idea/Details pg. 215-219</p> <p>RL 3.3 Character Analysis pg. 227-230 and 194-195</p> <p>RL 3.7 Text Features pg. 236-238</p> <p>RL 3.9 Compare and Contrast pg. 197, 220-213</p>	<p>RL 3.1/RL 3.2/RL 3.3 From Story to Script: Exploring Reader's Theater</p> <p>RL 3.1//RL 3.2/RL 3.3/RL 3.7 Timeless Tales: The Story of the Sleeping Beauty</p> <p>RL 3.1/RL 3.3/RL 3.9 It's a Real "Who Dunnit"? Exploring the Elements of Mystery Stories</p> <p style="text-align: center;">Writing</p> <p>W3.3 From Story to Script: Exploring Reader's Theater</p> <p>Timeless Tales: The Story of the Sleeping Beauty</p> <p>It's a Real "Who Dunnit"? Exploring the Elements of Mystery Stories</p>	<p>RL 3.1 Poem Integration http://www.sfps.info/documentcenter/view/7274</p> <p>RL 3.2</p> <ul style="list-style-type: none"> Two Bad Ants: http://www.sharemylesson.com/teaching-resource/Two-Bad-Ants-50011938/ The Stories that Julian Tells: http://www.sharemylesson.com/teaching-resource/The-Stories-that-Julian-Tells-50011919/  <p>RL 3.3 <u>Alexander Who Used to Be Rich Last Sunday:</u> http://www.sharemylesson.com/teaching-resource/Alexander-Who-Used-to-Be-Rich-Last-Sunday-50012020/</p>	<p>RL 3.1/RL3.2/RL3.3/RL3.4 Rumplestiltskin</p> <p>RL 3.1/RL3.3/RL3.4/RL3.5/RL 3.7 The Tale of Jemima Puddle Duck</p>


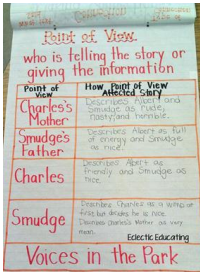
		<p>Lesson #14 Read with a Question in Mind: Infer to answer your questions Text: <u>A Drop of Water</u> (Walter Wick) or <u>Our Exciting Solar Neighborhood</u> Toolkit Texts (2/3)</p>			<p>RL 3.7 Stone Soup: http://www.sharemylesson.com/teaching-resource/Stone-Soup-50012009/</p> <p>The Common Core Lesson Book (Owocki)</p> <ul style="list-style-type: none"> No Mirrors in My Nana's House (Ysayne Barnwell) http://storylineonline.net <p>Achieve the Core</p> <ul style="list-style-type: none"> A Symphony of Whales http://achievethecore.org/dashboard/300/search/1/1/0/1/2/3/4/5/6/7/8/9/10/11/12/page/796/search-for-lessons-to-use-with-popular-stories-elementary-list-pg 	
Quarter 2		<p>RI 3.2 Lesson #18 Target Key Information: Code the text to hold thinking Text: <u>Japan</u> or <u>You Can do Yoga</u></p> <ul style="list-style-type: none"> Toolkit Texts (2/3) <p>Lesson #19 Determine What to Remember: Separate interesting details from important ideas Text: <u>Racing for Life/The Tour de France</u></p> <ul style="list-style-type: none"> Sourcebook <p>Lesson #21 Construct Main Ideas from Supporting Details: Create a Topic/Detail/Response Chart Text: <u>Animal Helpers On the Move</u></p>	<p>RI 3.2 Main Idea/Details pg. 215-219, 197</p> <p>RI 2.9 Compare and Contrast pg. 209-214, 242-244 (Thesis Proof), 197</p>	<p>RI 3.1/RI 3.2/RI 3.7/RI 3.9 A "Taste" of Culture: Exploring Foods Around the World</p> <p>Writing</p> <p>W 3.2 A "Taste" of Culture: Exploring Foods Around the World</p>	<p>RI 3.2 Teaching Channel Video (Main Idea Lesson) https://www.teachingchannel.org/videos/3rd-grade-ela-lesson</p>  <p>RI 3.5 Nonfiction Rap http://www.youtube.com/watch?v=8D6cq-mV90</p> <p>LearnZillion In the following lesson you will learn how to locate information</p>	<p>RI3.1/RI3.2/RI3.5/RI3.6/RI3.8 My Name is Sayeed</p> <p>RI3.7 Rocks and Minerals</p>

		<ul style="list-style-type: none"> Toolkit Texts (2/3) <p><u>RI 3.5/RI 3.7</u> Lesson #4 Follow the Signposts: Use nonfiction features to guide learning Text: <u>The Life and Times of the Peanut</u> (Charles Micucci) or <u>Mexico</u> (Toolkit Texts 2/3)</p> <p>Lesson #13 Crack Open Features: Infer the meaning of subheads and titles Text: any nonfiction text</p> <p><u>RI 3.9</u> Lesson #23 Think Beyond the Text: Move from facts to ideas Text: <u>Garana's Story</u></p> <ul style="list-style-type: none"> Sourcebook <p>Lesson #24 Read to Get the Gist: Synthesize your thinking as you go Text: <u>The Many Faces of Masks</u></p> <ul style="list-style-type: none"> Sourcebook 			<p>efficiently by using sidebars to find relevant portions of the text. http://learnzillion.com/lessons/2008-locate-information-efficiently-using-sidebars</p> <p><u>RI 3.7</u> Achieve the Core (various lessons) http://achievethecore.org/search?q=RI+3.7#</p> <p>Trifold http://www.teacherspayteachers.com/Product/Informative-Text-Tri-Fold-559532</p>	
			<p><u>RI 3.3</u> Cause and Effect pg. 225-227, 197</p>	<p><u>RI 3.1/RI 3.4/RI 3.7/RI 3.9</u> Walking on the Moon for the First Time</p> <p>Writing <u>W3.2</u> Walking on the Moon for the First Time</p>		<p><u>RI3.2/RI3.3/RI3.4/RI3.6/RI3.7</u> Ever Wonder How it Snows?</p>
9		<p><u>RI 3.4</u> Lesson #10 Infer the Meaning of Unfamiliar</p>	<p><u>RI 3.4</u> Vocabulary Strategies pg. 202, 288</p>	<p><u>RI 3.1/RI 3.2/RI 3.4/RI 3.8</u> The Needs of Animals:</p>	<p><u>RI 3.4</u> LearnZillion In the following lesson,</p>	

		<p>Words: Use context clues to unpack vocabulary Text: Any nonfiction text</p> <p><u>RI 3.4/RI 3.8</u> Lesson #11 Infer with Text Clues: Draw conclusion from text evidence Text: Any nonfiction text</p> <p>Lesson#12 Tackle the Meaning of Language: Infer beyond the literal meaning Text: <u>Moon</u> and <u>Secret</u> Poems</p> <ul style="list-style-type: none"> Sourcebook <p><u>RI 3.6</u> Lesson #20 Distinguish Your Thinking from the Author's: Contrast what you think with the author's perspective Text: Western Round Up</p> <ul style="list-style-type: none"> Sourcebook 	<p><u>RI 3.6</u> Evaluate pg. 242-244</p> <p><u>RI 3.8</u> Cause and Effect pg. 225-227, 197</p>	<p>From Natural Habitats to Zoos</p>	<p>you will learn how to determine the meaning of an unknown word by looking in the same sentence or a sentence close by. http://learnzillion.com/lessons/960-determine-the-meaning-of-an-unknown-word-using-context-clues#</p> <p><u>RI 3.6</u></p>  <p>Google Image- Turtle with plastic</p> <p>http://www.lessonpaths.com/learn/i/tlc-committee-meeting-january-2014/plastic-bags</p> <p>Analyze the primary source photograph-use text dependent questions for analysis</p> <ul style="list-style-type: none"> What do you know from studying this photograph? Where do you think this picture was taken? Why? When? What informs that? What do you see? What is captured in the photo? What do you <u>not</u> see? What is missing? Who is represented? Who is <u>not</u>? Why do you think so? What can you share with your peers about this photograph? What is happening in 	
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					<p>this photograph?</p> <ul style="list-style-type: none"> • What questions would you ask the people/person in the photo? • How would you describe this picture to others who can not see it? • Why is this photograph significant? <p>Introduce the Topic: Should there be a ban on plastic bags?</p> <p>Use text “Ban on Plastic Bags” from textproject.org</p> <p>http://www.textproject.org/students/talking-points-for-kids/</p> <p>Read the background information from Ban on Plastic Bags (RI.3.1 & RI.3.9)</p> <ul style="list-style-type: none"> • Read and use graphic organizer from Owocki Common Core Lesson Book pg. 159 throughout (with infographics as well) <p>Read infographics (RI.3.1; RI.3.6; RI.3.7; RI.3.9)</p> <p>http://www.beckerunderwood.com/sustainability/the-comment/whats-your-plastic-footprint/</p> <p>http://www.livescience.com/15945-gofigure-plastic-bag-waste.html</p> <p>What is the author’s point</p>	
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					<p>of view?</p> <ul style="list-style-type: none"> • Read letters in Ban on Plastic Bags • Use graphic organizer from Owocki Common Core Lesson Book pg. 244 for each piece of text (including infographics).  <p>Use the last page of Ban on Plastic Bags text to distinguish your own point of view (RI.3.6)</p> <p>Write your own opinion on the topic (W.3.1)</p> <p>SharemyLesson: 7 minute video on distinguishing your point of view from that of the author: http://www.sharemylesson.com/teaching-resource/Determine-the-author-s-point-of-view-and-distinguish-it-from-your-own-50021507/</p> <p>RI 3.8 If You Made A Million http://www.sharemylesson.com/teaching-resource/If-You-Made-a-Million-50011915/</p>	
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Quarter 4	<p><u>RL 3.2</u> Main Idea pg. 107</p> <p><u>RL 3.4</u> Vocabulary pg. 141</p> <p>Context Clues pg. 145</p> <p>Simile/Metaphor pg. 197</p> <p><u>RL 3.5</u> Distinguishing Features of Genres pg. 229</p>		<p><u>RL 3.4</u> Vocabulary Strategies pg. 200 - 203, 288 Poetry Analysis pg. 238-242, 198</p>	<p><u>RL 3.1/RL 3.2/RL 3.3/RL 3.4/RL 3.5/ RL 3.6</u> Is That Real? Exploring Imagination</p>	<p><u>RL 3.4</u> Literal and Nonliteral Language Chapter 6, pg. 71-81</p> <p><u>RL 3.5</u> Stanzas Chapter 9, pg. 91-94</p>		
	<p><u>RL 3.6</u> Point of View pg. 179</p>				<p><u>RL 3.6</u> Achieve the Core</p> <ul style="list-style-type: none">• Poppa’s New Pants• Two Bad Ants <p>http://achievethecore.org/dashboard/300/search/1/1/0/1/2/3/4/5/6/7/8/9/10/11/12/page/796/search-for-lessons-to-use-with-popular-stories-elementary-list-pg#</p>  <p>Another Lesson: -Text: <u>Those Shoes</u> by Mariebeth Boelts Draw a 5-column chart on chart paper:</p>	<p><u>RL3.1/RL3.2/RL3.3/RL3.6</u> The Field Mouse *poem*</p>	

Grandma (Thinks/Feels)	Evidence from the text	Jeremy (Thinks/Feels)	Evidence from the text	I think/feel... I agree/disagree with ___ because...
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